

Curriculum Policy

(in conjunction with the Peninsula Multi Academy Trust)

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|----------------------------|--------------------------------|
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| Date of next review | Autumn 2027 |

CURRICULUM POLICY

Aims

This policy sets out how Weatherhead High School has developed the curriculum for students across all Key Stages and explains how each pathway allows students to maximise their potential and prepare for the future.

Curriculum Statement

Please see the Weatherhead High School Curriculum Statement in Appendix One of this policy document.

Curriculum Overview

We offer a broad, balanced, relevant, engaging and inclusive curriculum to all students. At Key Stage 3 and Key Stage 4, the curriculum reflects the National Curriculum programmes of study and all other statutory requirements. In addition to the taught academic curriculum, students have a broad range of personal development opportunities that prepare them for the challenges of the modern world and life beyond school. We pride ourselves on the extra-curricular activities, trips and wider enrichment that complement our curriculum; these are fundamental aspects of the educational experience for Weatherhead students.

Key Stage 3

The Key Stage 3 curriculum provides students with an enjoyable and enriching learning experience that develops robust knowledge, builds resilience and raises aspirations for all students. The curriculum is challenging and is built on high expectations of all learners. There is a strong emphasis on nurturing confidence, developing resilience, self-direction and independent thinking. Our aim is for students to develop their applied thinking abilities and problem-solving skills which will prepare them for the step up to Key Stage 4.

The features of the curriculum include:

- Inspiring, carefully planned and sequenced content based on the Key Stage 3 National Curriculum
- Clear identification and development of the required subject-specific core knowledge and skills for all students
- Strong connections between classroom-based learning and homework, independent learning and thinking skills
- Regular dynamic assessment to test and monitor students' knowledge of subject content and depth of understanding
- Responsive and adaptive teaching, and frequent feedback opportunities

A Key Stage 3 curriculum map for each subject, including the knowledge and skills students will acquire, can be found in the Curriculum Areas pages of the school website.

Key Stage 3 extends across Years 7, 8 and 9 where students study all National Curriculum subjects. In keeping with the ethos of the school, the performing arts curriculum is made broader through the teaching of discrete Dance and Drama lessons to all students. In addition, students' love of reading is developed and promoted through the delivery of a form-time reading programme and fortnightly reading lesson in the Learning Resource Centre for all students in Years 7 and 8. The curriculum design also promotes the value of STEM, and students are also afforded separate Design Technology and Food & Nutrition lessons.

On entry, Key Stage 2 SATs scores and MidYIS cognitive ability test data are used to determine students' teaching band. In Year 8, Mathematics lessons are timetabled in ability band blocks to allow for further setting. In Year 9, students in Bands B and C are timetabled together for core subjects to allow further setting in English, Mathematics and Science.

Students study the following subjects in Years 7:

| | | | | |
|---------|----------------------------|---------|--------------------|-----------------------------|
| ENGLISH | MATHEMATICS | SCIENCE | ART | COMPUTING |
| DANCE | DESIGN TECHNOLOGY | DRAMA | FOOD & NUTRITION | GEOGRAPHY |
| HISTORY | MODERN LANGUAGES (SPANISH) | MUSIC | PHYSICAL EDUCATION | PSHCE / RELIGIOUS EDUCATION |

Students study the following subjects in Years 8 and 9:

| | | | |
|---|-------------|--------------------|-----------------------------|
| ENGLISH | MATHEMATICS | SCIENCE | ART |
| COMPUTING | DANCE | DESIGN TECHNOLOGY | DRAMA |
| FOOD & NUTRITION | GEOGRAPHY | HISTORY | MODERN LANGUAGES (SPANISH) |
| MODERN LANGUAGES (FRENCH) – BAND A only | MUSIC | PHYSICAL EDUCATION | PSHCE / RELIGIOUS EDUCATION |

At Key Stage 3, students have 50 taught lessons per fortnight, each one hour in length, and the curriculum is organised as set out in the diagram below:

Year 7 Bands

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---------|---|---|---|---|---|---|---|---|-------|----|----|----|----|----|----|---------|----|----|----|----|----|----|---------|----|---------|----|-----------|----|-----------|----|-----|----|-------|----|-------|----|-------|----|----|----|----|----|----|----|-----------|----|----|----|----|
| Year 7 (Bands A, B & C) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| | English | | | | | | | | | Maths | | | | | | | Science | | | | | | | Spanish | | History | | Geography | | Computing | | Art | | Music | | Dance | | Drama | | PE | | PR | | DT | | Food Tech | | | | |
| | 9 | | | | | | | | | 7 | | | | | | | 7 | | | | | | | 4 | | 3 | | 3 | | 2 | | 2 | | 2 | | 1 | | 1 | | 3 | | 2 | | 2 | | 2 | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 7 (Band D) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | |
| | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | Spanish | | | | History | | Geography | | Computing | | Art | | Music | | Dance | | Drama | | PE | | PR | | DT | | Food Tech | |
| | 9 | | | | | | | | | 9 | | | | | | | | | 7 | | | | | | | 4 | | | | 2 | | 2 | | 2 | | 2 | | 2 | | 1 | | 1 | | 3 | | 2 | | 2 | | 2 | |

Year 8 Bands

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---------|---|---|---|---|---|---|---|---|-------|----|----|----|----|----|----|---------|----|----|----|----|----|----|---------|----|--------|----|---------|----|-----------|----|-----------|----|-----|----|-------|----|-------|----|-------|----|----|----|----|----|----|----|-----------|----|----|
| Year 8 (Band A) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| | English | | | | | | | | | Maths | | | | | | | Science | | | | | | | Spanish | | French | | History | | Geography | | Computing | | Art | | Music | | Dance | | Drama | | PE | | PR | | DT | | Food Tech | | |
| | 8 | | | | | | | | | 7 | | | | | | | 7 | | | | | | | 3 | | 2 | | 3 | | 3 | | 2 | | 2 | | 2 | | 1 | | 1 | | 3 | | 2 | | 2 | | 2 | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 8 (Band B & C) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| | English | | | | | | | | | Maths | | | | | | | Science | | | | | | | Spanish | | History | | Geography | | Computing | | Art | | Music | | Dance | | Drama | | PE | | PR | | DT | | Food Tech | | | | |
| | 9 | | | | | | | | | 7 | | | | | | | 7 | | | | | | | 4 | | 3 | | 3 | | 2 | | 2 | | 2 | | 1 | | 1 | | 3 | | 2 | | 2 | | 2 | | | | |

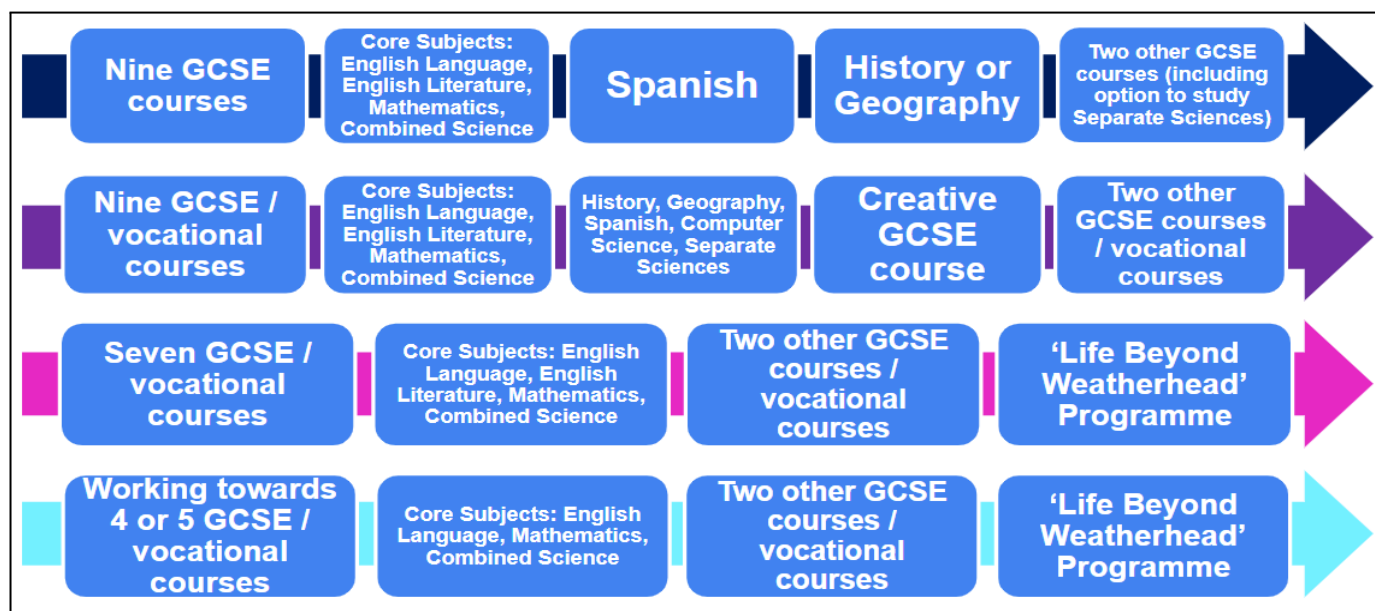
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| Year 8 (Band D) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | Spanish | | History | | Geography | | Computing | | Art | | Music | | Dance | | Drama | | PE | | PR | | DT | | Food Tech | | |
| | 9 | | | | | | | | | 9 | | | | | | | | | 7 | | | | | | | 2 | | 3 | | 3 | | 2 | | 2 | | 2 | | 1 | | 1 | | 3 | | 2 | | 2 | | 2 | | |

Year 9 Bands

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|-----------------------|---------|---|---|---|---|---|---|---|-------|-------|----|----|----|----|----|---------|---------|----|----|----|----|----|---------|---------|---------|---------|----|----|-----------|-----------|-----------|-----------|-------|-------|-------|-------|----|----|----|----|-----------|------|----|----|----|----|----|----|----|----|
| Year 9 (Band A) | English | | | | | | | | Maths | | | | | | | Science | | | | | | | Spanish | French | History | | | | Geography | | Computing | Art | Music | Dance | Drama | PE | | | PR | DT | Food Tech | | | | | | | | | |
| | 8 | | | | | | | | 7 | | | | | | | 7 | | | | | | | 3 | 2 | 4 | | | | 4 | | 1 | 2 | 1 | 1 | 1 | 3 | | | 2 | 2 | 2 | | | | | | | | | |
| Year 9 (Band B and C) | English | | | | | | | | Maths | | | | | | | | Science | | | | | | | | Spanish | History | | | | Geography | | Computing | Art | Music | Dance | Drama | PE | | | PR | DT | Food | | | | | | | | |
| | 8 | | | | | | | | 8 | | | | | | | | 8 | | | | | | | | 3 | 4 | | | | 4 | | 1 | 2 | 1 | 1 | 1 | 3 | | | 2 | 2 | 2 | | | | | | | | |
| Year 9 (Band D) | English | | | | | | | | | Maths | | | | | | | Science | | | | | | | Spanish | History | | | | Geography | | Computing | Art | Music | Dance | Drama | PE | | | PR | DT | Food | | | | | | | | | |
| | 9 | | | | | | | | | 8 | | | | | | | 8 | | | | | | | 2 | 4 | | | | 4 | | 1 | 2 | 1 | 1 | 1 | 3 | | | 2 | 2 | 2 | | | | | | | | | |

Key Stage 4

At Key Stage 4, students are guided formally towards a more personalised curriculum which meets their individual needs, interests and aspirations. During the Spring term of Year 9, students, supported by the Senior Leadership Team, receive important information, advice and guidance to enable them to make informed choices about their options subjects. There are four pathways, enabling students to choose from a range of GCSE and vocational courses to study alongside their core curriculum. The curriculum offered ensures that, regardless of starting point, there are clear progression routes to enable all students to continue their post-16 education at Weatherhead High School or other local providers, and to prepare them for higher education, vocational training and the world of work. The table below illustrates the four curriculum pathways available for students in Year 10.



In addition to the Core Curriculum (set out in the table below), there are a broad range of options choices with conditions applied to these choices dependent upon the Curriculum Pathway onto which students are guided.

| KEY STAGE FOUR CORE CURRICULUM | | |
|---|------------------|---|
| GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE | GCSE MATHEMATICS | SCIENCE (GCSE SEPARATE SCIENCES or GCSE |

| | | |
|-----------------------------|--------------------|------------------|
| | | TRILOGY SCIENCE) |
| PSHCE / RELIGIOUS EDUCATION | PHYSICAL EDUCATION | |

The 'options courses' table below illustrates the breadth of courses offered which provide a good balance between academic and vocational qualifications and the opportunity for students to pursue subjects that suit their skills, interests and plans for future education.

| KEY STAGE FOUR OPTION SUBJECTS | | | |
|--------------------------------|--------------------------------------|-----------------------------|-----------------------------|
| BTEC BUSINESS | GCSE COMPUTER SCIENCE | NCFE CHILD DEVELOPMENT | GCSE DANCE |
| GCSE DESIGN TECHNOLOGY | GCSE DRAMA | GCSE FINE ART | GCSE GEOGRAPHY |
| BTEC HEALTH & SOCIAL CARE | GCSE HISTORY | NCFE HOSPITALITY & CATERING | BTEC INFORMATION TECHNOLOGY |
| BTEC MEDIA | GCSE MUSIC | GCSE PHOTOGRAPHY | GCSE PHYSICAL EDUCATION |
| GCSE RELIGIOUS STUDIES | GCSE SEPARATE SCIENCES (BI, CH & PH) | GCSE SOCIOLOGY | GCSE SPANISH |
| GCSE TEXTILES | | | |

The Key Stage 4 curriculum is taught over two years during Years 10 and 11, entitling students to receive the recommended hours of teaching in each subject. The curriculum offer is supplemented by a range of additional opportunities which aim to further enhance, stimulate and engage our students in new experiences. These include work-related learning, curriculum enhancement activities, field trips, educational visits and cultural events. As with Key Stage 3, the curriculum is delivered across 50 teaching periods per fortnight, each one hour in length. The organisation of the curriculum timetable is outlined in the diagram below.

Year 10 and Year 11 Pathways

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | |
|-------------------|---------|---|---|---|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|----|---------------------------|----|----|----|----|---------------------------|----|----|----|----|--|----|----|----|----|--------------------------------|----|----|----|----|----|----|----|--|--|----|
| Year 10 Pathway 1 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | Spanish | | | | | History or Geography | | | | | GCSE Option or GCSE Triple Science | | | | | GCSE or Vocational Option | | | | | PE | | | | | PR |
| Year 10 Pathway 2 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | GCSE EBacc Option | | | | | GCSE Creative Option | | | | | GCSE, Vocational Option or GCSE Triple Science | | | | | GCSE or Vocational Option | | | | | PE | | | | | PR |
| Year 10 Pathway 3 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | GCSE or Vocational Option | | | | | GCSE or Vocational Option | | | | | Life Beyond Weatherhead Course | | | | | Life Beyond Weatherhead Course | | | | | PE | | | | | PR |
| Year 10 Pathway 4 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | GCSE or Vocational Option | | | | | Vocational Option | | | | | Life Beyond Weatherhead Course | | | | | Life Beyond Weatherhead Course | | | | | PE | | | | | PR |
| | 9 | | | | | | | | | 8 | | | | | | | | | 9 | | | | | | | | | 5 | | | | | 5 | | | | | 5 | | | | | 5 | | | | | 3 | | | | | 1 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | |
|-------------------|---------|---|---|---|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|----|-------------------------|----|----|----|----|---------------------------|----|----|----|----|---------------------------|----|----|----|----|---------------------------|----|----|----|----|----|----|----|--|--|----|
| Year 11 Pathway 1 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | Spanish | | | | | History or Geography | | | | | GCSE or Vocational Option | | | | | GCSE or Vocational Option | | | | | PE | | | | | PR |
| Year 11 Pathway 2 | English | | | | | | | | | Maths | | | | | | | | | Science | | | | | | | | | Extra Maths and English | | | | | GCSE or Vocational Option | | | | | GCSE or Vocational Option | | | | | GCSE or Vocational Option | | | | | PE | | | | | PR |
| | 9 | | | | | | | | | 8 | | | | | | | | | 9 | | | | | | | | | 5 | | | | | 5 | | | | | 5 | | | | | 5 | | | | | 3 | | | | | 1 |

Key Stage 5

At Key Stage 5, students may follow one of five pathways which meet their individual needs, interests and aspirations. Each pathway has clearly defined entry requirements based on attainment at Key Stage 4. The curriculum offered at Key Stage 5 includes a range of academic A Levels and Level 3 vocational qualifications, and ensures that there are clear progression routes to enable students to continue into higher education, vocational training or employment. For a small proportion of students, a one year, Level 2 pathway is offered as a progression route onto Level 3 courses, vocational courses at other providers or employment. The Key Stage 5 curriculum also allows for students to re-sit GCSE English Language and / or Mathematics if required.

| KEY STAGE 5 PATHWAYS | |
|----------------------|--|
| PATHWAY ONE | Four A Level courses |
| PATHWAY TWO | Three A Level courses |
| PATHWAY THREE | Three A Level / Level 3 vocational courses |
| PATHWAY FOUR | Three Level 3 vocational courses |
| PATHWAY FIVE | Level Two courses (one year) |

| KEY STAGE 5 COURSES | | | |
|----------------------|------------------------------|----------------------------|-----------------------------------|
| A LEVEL ART | A LEVEL BIOLOGY | A LEVEL CHEMISTRY | A LEVEL COMPUTER SCIENCE |
| A LEVEL DANCE | A LEVEL DRAMA | A LEVEL ENGLISH LANGUAGE | A LEVEL ENGLISH LITERATURE |
| A LEVEL FILM STUDIES | A LEVEL FURTHER MATHS | A LEVEL GEOGRAPHY | A LEVEL HISTORY |
| A LEVEL MATHEMATICS | A LEVEL PHOTOGRAPHY | A LEVEL PHYSICAL EDUCATION | A LEVEL PHYSICS |
| A LEVEL PSYCHOLOGY | A LEVEL RELIGIOUS STUDIES | A LEVEL SOCIOLOGY | A LEVEL SPANISH |
| A LEVEL TEXTILES | LEVEL 3 BTEC APPLIED SCIENCE | LEVEL 3 BTEC BUSINESS | LEVEL 3 BTEC HEALTH & SOCIAL CARE |
| LEVEL 3 BTEC MEDIA | LEVEL 3 BTEC MUSIC | LEVEL 3 BTEC SPORT | TECHNICAL AWARD CHILD DEVELOPMENT |

Students following a three-course pathway will be taught lessons for three of the four option blocks and students who choose to pursue four A Levels are taught across all option blocks. The organisation of the two-week timetable is set out in the diagram below:

Year 12 and Year 13 Pathways

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|----------------------------|-------------------|---|---|---|-------------|---|---|---|---------------|----|--------------|----|------------|----|---------------------------------|----|-----------------------------------|----|---------------------------------|----|-----------------------------------|----|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Year 12 Level 3 Pathway | Subject One | | | | Subject Two | | | | Subject Three | | | | Enrichment | | Subject Four or Study Time | | | | GCSE Maths Re-sit or Study Time | | GCSE English Re-sit or Study Time | | Study Time | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 12 Vocational Pathway | Vocational Course | | | | | | | | | | Enrichment | | Placement | | GCSE Maths Re-sit or Study Time | | GCSE English Re-sit or Study Time | | Study Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 12 One Year Pathway | Subject One | | | | Subject Two | | | | GCSE Maths | | GCSE English | | Enrichment | | Sixth Form Support | | | | Study Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In addition to the academic / vocational courses, our Sixth Form curriculum offer includes a programme of enrichment activities, the Extended Project Qualification, Duke of Edinburgh Gold Award, Community Sports Leaders and Arts Awards, as well as volunteering and work experience opportunities. Furthermore, students also follow a planned programme of Personal Development in order to prepare them well for life in modern Britain and progression onto relevant post-18 pathways.

Personal Develop and Careers Education

All students receive personal development teaching through the PR programme (Year 7 to 11) or delivered through tutor time (Years 12 and 13). Through the PR programme, all aspects of the PSHCE and RE curriculum are delivered and students learn about a wide range of age-appropriate issues which are relevant to life in modern Britain and support their preparation for life beyond school. Most aspects of personal development are taught by specialist teachers and, where necessary, some content is delivered by external agencies and/or visiting speakers.

Students receive a rich programme of Careers education during their time at Weatherhead through a curriculum that is designed and delivered to meet the Gatsby Benchmarks. Through this, students have the opportunity to engage in work-related learning, work experience, learn about different professions and career pathways, and meet professionals, enabling them to make informed and well considered decisions about their future. Careers education is delivered through PR lessons as well as through a wide range of curriculum enrichment, including a Careers Fair, visiting speakers / professionals and off-site activities.

Curriculum Support and Personalisation

Support for students with Special Educational Needs and Disabilities (SEND), and those for whom English is an additional language, is provided by our team of dedicated teachers and teaching assistants, with additional support from external providers if required.

Most students with SEND pursue the full curriculum and have their needs met through Quality First Teaching in class. Additional literacy, phonics and numeracy intervention is provided for students who are significantly below age-related expectations.

In Year 10, a motivational curriculum pathway helps students secure positive outcomes, promotes good attendance and enables the learning of important skills that prepares them for life beyond Weatherhead. These students benefit from work-based learning placements and studying a vocational curriculum. A small proportion of students with more complex SEND follow a nurture curriculum, with an emphasis on vocational qualifications and work-related learning opportunities alongside their core GCSE curriculum. The 'nurture' curriculum is designed to ensure that they develop functional literacy, numeracy and digital IT skills. The students are provided with targeted support that helps them prepare for life beyond Weatherhead.

Opportunities also exist to ensure the most able are adequately stretched and challenged, both during lessons and through curriculum enrichment opportunities. Examples of opportunities for this cohort of students include joining The Brilliant Club, entering maths competitions, masterclasses and university visits.

Roles and Responsibilities

The Headteacher has overall responsibility for the planning and organisation of the curriculum, reporting to the Governing Body, and providing the strategic direction and development of the curriculum.

The role of the Deputy Headteacher (with responsibility for the Quality of Education) is to:

- Lead on the implementation and delivery of the Curriculum Policy across the school, ensuring the curriculum provides accessible opportunities for all students and all students receive high-quality curriculum provision.

- Work with the Assistant Headteacher (Teaching & Learning) to quality assure all aspects of the curriculum, ensuring teaching and learning is of the highest quality.
- Work with the Assistant Headteacher (Assessment & Achievement) to ensure that assessments are purposeful and data is meaningful and can be used by teachers to inform planning and adapt their teaching.
- Work with the Assistant Headteacher (Inclusion & Personal Development) to ensure that the curriculum is adapted to meet the needs of all students.
- Maintain up to date curriculum models, reflecting the organisation of the curriculum across each key stage.
- Work with the Headteacher to ensure accurate and cost-effective annual staffing plans and projections, regularly reviewing the curriculum, courses and qualifications.
- Ensure the curriculum is accurately represented on the school website, with high quality documentation and communication to all stakeholders.
- Keep staff up to date with developments to national curriculum policy.

The role of Curriculum and Subject Leaders is to:

- Keep up to date and review developments in their subject, at both national and local level, ensuring development planning links to whole-school curriculum objectives.
- Regularly monitor and review the plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum.
- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum which takes into account the needs of different learners.
- Ensure the curriculum is adequately resourced and monitor the way in which resources are stored and managed.
- Ensure that both formative and summative assessments are used to inform planning and adapt teaching.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the Subject Teachers is to:

- Keep up to date with developments in their subject, at both national and local level, ensuring lesson planning links to whole-school objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Through High Quality Teaching, adapt the curriculum delivery, using appropriate teaching strategies that take into account the needs of different learners.
- Use resources effectively in order to deliver the aims of the curriculum.
- Plan for and use both formative and summative assessments to monitor and track student progress.
- Ensure that teaching is responsive and adapts to the needs of the learners in the classroom.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the Director of SEND is to:

- Ensure suitable curriculum plans are in place for the cohort of students with complex needs who require the delivery of a specialised and personalised curriculum.
- Engage with external agencies and work-related learning providers to, where necessary, supplement the provision delivered by teachers and teaching assistants in school.
- Monitor and adapt curriculum plans if necessary to ensure students make progress and are prepared for life beyond school.

The implementation of this policy is monitored through whole school, departmental and pastoral self-review, and by the Governing Body. The Governing Body will review this policy every three years.